

LAURENS 56 SCHOOL DISTRICT

600 East Florida Street
Clinton, South Carolina 29325

GRADES PK-12

ENROLLMENT 3,276 Students

SUPERINTENDENT Charles H. Lackey 864-833-0800

BOARD CHAIR Myron (Buddy) Hunt 864-684-0304

FISCAL AUTHORITY District Board/Legislative Delegation

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	9	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Average	No

DEFINITIONS OF DISTRICT RATING TERMS

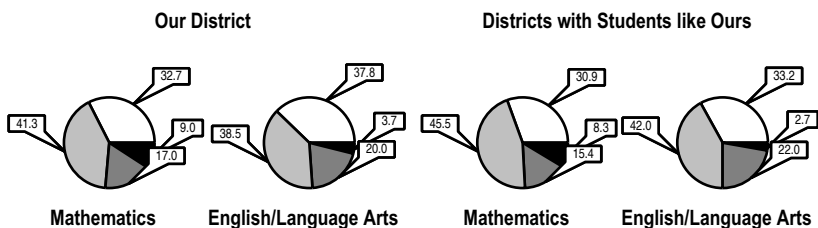
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

84.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	71.4	N/A	N/A	74.0	N/A	N/A
Passed 1 subtest	12.8	N/A	N/A	13.7	N/A	N/A
Passed no subtests	15.9	N/A	N/A	12.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	7.9	13.5
Seniors who met the SAT/ACT requirement	7.9	13.6
Seniors who met the grade point average	51.7	46.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,508	99.9	37.7	38.5	20.0	3.7	23.8
Gender							
Male	779	99.9	44.6	37.9	15.4	2.1	17.5
Female	729	99.9	30.4	39.2	24.9	5.5	30.4
Racial/Ethnic Group							
White	828	100.0	30.6	38.2	25.7	5.4	31.1
African-American	652	99.7	46.7	38.8	12.9	1.6	14.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	47.4	42.1	5.3	5.3	10.5
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,244	100.0	30.8	41.4	23.5	4.4	27.8
Disabled	264	99.2	70.9	24.8	3.5	0.8	4.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,508	99.9	37.7	38.5	20.0	3.7	23.8
English Proficiency							
Limited English Proficient	19	100.0	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	1,489	99.9	37.4	38.6	20.2	3.8	24.0
Socio-Economic Status							
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	1,508	99.9	37.7	38.5	20.0	3.7	23.8
Mathematics							
All Students	1,508	99.8	32.6	41.3	17.0	9.1	26.1
Gender							
Male	779	99.9	34.3	40.2	16.0	9.5	25.5
Female	729	99.7	30.8	42.4	18.2	8.6	26.8
Racial/Ethnic Group							
White	828	100.0	24.0	40.4	21.3	14.2	35.5
African-American	652	99.5	43.5	42.8	11.1	2.5	13.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	42.1	26.3	26.3	5.3	31.6
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	1,244	99.9	25.9	43.4	19.8	10.9	30.6
Disabled	264	99.2	64.6	31.1	3.9	0.4	4.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,508	99.8	32.6	41.3	17.0	9.1	26.1
English Proficiency							
Limited English Proficient	19	100.0	60.0	26.7	13.3	0.0	13.3
Non-Limited English Proficient	1,489	99.8	32.3	41.4	17.1	9.2	26.2
Socio-Economic Status							
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	1,508	99.8	32.6	41.3	17.0	9.1	26.1

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	253	100.0	30.6	40.4	25.1	3.8	28.9
	Grade 4	255	100.0	26.6	43.6	27.8	2.1	29.9
	Grade 5	275	99.6	42.2	40.7	14.7	2.3	17.1
	Grade 6	299	99.3	49.3	33.2	14.7	2.8	17.5
	Grade 7	286	100.0	36.5	43.1	19.3	1.1	20.4
	Grade 8	287	99.7	34.8	50.5	13.6	1.1	14.7
2004	Grade 3	224	100.0	32.3	31.4	30.0	6.4	36.4
	Grade 4	222	100.0	34.9	38.1	24.8	2.3	27.1
	Grade 5	255	100.0	29.7	47.0	21.7	1.6	23.3
	Grade 6	258	99.2	47.5	31.4	16.1	5.1	21.2
	Grade 7	281	100.0	42.1	43.2	12.2	2.5	14.7
	Grade 8	270	100.0	39.2	39.6	16.9	4.2	21.2

Mathematics								
2003	Grade 3	253	100.0	29.8	57.0	8.1	5.1	13.2
	Grade 4	255	100.0	24.9	41.1	17.0	17.0	34.0
	Grade 5	275	100.0	36.0	44.6	13.6	5.8	19.4
	Grade 6	299	100.0	34.1	37.3	17.4	11.1	28.6
	Grade 7	286	99.0	34.2	42.3	11.4	12.1	23.5
	Grade 8	287	99.7	37.4	45.4	12.1	5.1	17.2
2004	Grade 3	224	99.6	26.9	53.4	16.9	2.7	19.6
	Grade 4	222	100.0	30.3	39.4	22.5	7.8	30.3
	Grade 5	255	100.0	31.3	38.2	17.7	12.9	30.5
	Grade 6	258	99.2	29.4	40.0	17.3	13.3	30.6
	Grade 7	281	100.0	36.3	38.5	15.8	9.4	25.2
	Grade 8	270	100.0	40.0	40.4	12.7	6.9	19.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	230	98.7	18.6	27.0	35.0	19.5	54.4
Gender							
Male	113	97.3	26.6	27.5	27.5	18.3	45.9
Female	117	100.0	11.1	26.5	41.9	20.5	62.4
Racial/Ethnic Group							
White	131	98.5	9.3	24.0	38.0	28.7	66.7
African-American	96	99.0	31.9	30.9	29.8	7.4	37.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	188	99.5	8.0	28.3	40.1	23.5	63.6
Disabled	42	95.2	69.2	20.5	10.3	N/A	10.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	98.7	18.6	27.0	23.9	19.5	54.4
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	98.7	18.8	26.8	34.8	19.6	54.5
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	230	98.7	18.6	27.0	35.0	19.5	54.4

Mathematics							
All Students	230	98.7	25.2	34.1	23.9	16.8	40.7
Gender							
Male	113	97.3	29.4	30.3	24.8	15.6	40.4
Female	117	100.0	21.4	37.6	23.1	17.9	41.0
Racial/Ethnic Group							
White	131	98.5	16.3	27.9	31.0	24.8	55.8
African-American	96	99.0	38.3	42.6	13.8	5.3	19.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	188	99.5	16.0	35.3	28.3	20.3	48.7
Disabled	42	95.2	69.2	28.2	2.6	N/A	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	230	98.7	25.2	34.1	23.9	16.8	40.7
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	228	98.7	25.4	33.9	23.7	17.0	40.6
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	230	98.7	25.2	34.1	23.9	16.8	40.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	173	95.4%	178	7.9%	220	67.3%	N/A
Gender							
Male	86	93.0%	83	7.2%	106	62.3%	
Female	87	97.7%	95	8.4%	114	71.9%	
Racial/Ethnic Group							
White	104	96.2%	105	12.4%	130	71.5%	
African American	69	94.2%	73	1.4%	90	61.1%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	159	97.5%	156	9.0%	185	76.2%	
Disabilities other than speech	14	71.4%	22	0.0%	35	20.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	171	95.3%	178	7.9%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	171	95.3%	178	7.9%	220	67.3%	
Socio-Economic Status							
Subsidized meals	67	92.5%	71	0.0%	20	0.0%	
Full-pay meals	104	97.1%	107	13.1%	200	74.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	95.4%	94.2%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	220	352
Number of Diplomas	148	266
Rate	67.3%	76.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	487	466	506	472	993	938
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.3	19.0	18.9	18.3	18.8	19.4	18.9	18.7	18.9	19.0
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,276)				
First graders who attended full-day kindergarten	100.0%	N/C	99.0%	97.2%
Retention rate	5.6%	Down from 6.0%	5.4%	5.3%
Attendance rate	96.9%	Up from 94.2%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.5%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		5.1%	5.1%
Eligible for gifted and talented	12.8%	Up from 10.7%	9.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.2%	Up from 11.9%	11.1%	10.9%
Older than usual for grade	4.0%	Down from 4.1%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 2.0%	1.0%	1.1%
Enrolled in AP/IB programs	12.7%	Up from 3.1%	10.0%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	109	Down from 113	60	157
Completions in adult education GED or diploma programs	13	Down from 29	14	39
Annual dropout rate	2.9%	Up from 1.8%	2.8%	2.9%
Teachers (n= 222)				
Teachers with advanced degrees	53.6%	Up from 51.7%	49.8%	50.0%
Continuing contract teachers	89.6%	Up from 87.0%	86.8%	84.6%
Highly qualified teachers**	92.5%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	2.0%		4.8%	4.4%
Teachers returning from previous year	87.5%	Up from 86.5%	89.2%	89.9%
Teacher attendance rate	95.6%	Up from 95.5%	94.7%	94.7%
Average teacher salary	\$40,745	Up 2.3%	\$39,803	\$40,566
Vacancies for more than nine weeks	0.5%	N/C	0.8%	0.3%
Prof. development days/teacher	11.1 days	Down from 15.2 days	11.7 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.5 to 1	20.5 to 1	21.0 to 1
Prime instructional time	91.3%	Up from 88.7%	89.6%	89.5%
Dollars spent per pupil*	\$6,951	Down 1.2%	\$7,059	\$7,217
Percent of expenditures for teacher salaries*	54.1%	Down from 56.1%	54.4%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	99.0%	Up from 95.4%	92.7%	97.3%
Number of schools	7	No change	8	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	3.6%	Up from 3.5%	2.2%	4.3%
Average age in years of school facilities	35	Up from 34	24	26
Number of schools with SACS accreditation	7	No change	8	8
Average administrator salary	\$64,578		\$67,642	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	88.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	14.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Laurens County School District 56 is proud of its students, its teachers, and its staff.

Enthusiastic administrators, dedicated teachers, committed staff, able students, motivated volunteers, and dynamic support personnel characterize our district. Our certified and classified employees work hard to create and guarantee an environment based on high expectations, creative opportunities, and maximum performance.

Clinton schools have received numerous grants and awards. Three of our elementary schools have received the prestigious Exemplary Writing Award in the last three years. Our middle school was designated as a state-level Award of Excellence recipient. Bell Street was one of the most successful middle schools in the state in realizing instructional gains and success with the Milken TAP program for teachers. Joanna-Woodson is a past recipient of the Palmetto Silver Award and continues to have improvement on their PACT scores. Martha Dendy has been successful in maintaining their South Carolina Healthy Schools Award. Clinton High is recognized for the academic success of its graduates and the competitive success of its extra-curricular programs.

Because we continue to have serious difficulty with our state budget, we secured additional monies through competitive multi-year grants that will support optimal instructional intervention, remediation, and curricular support and after-school development opportunities. Our schools frequently promote innovative methods for personal development and skill acquisition as students learn through creative techniques and problem-solving opportunities.

All schools in District 56 are fully accredited by the Southern Association of Colleges and Schools. Our schools have enjoyed a long history of success and a reputation for quality athletic and support programs.

Teachers and students are serious in obtaining their education and developing new skills and future opportunities. Students who graduate from our school system are prepared for either academic or vocational opportunities and acquire skills that promote success in achieving their future goals.

Charles H. Lackey
Superintendent